

Teacher's Scoring Guide



Grade 9
English/Language Arts
Fall 2006

Indiana Statewide Testing for Educational Progress



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INTRODUCTION

During the fall of 2006, Indiana students in Grades 3 through 10 participated in the administration of *ISTEP+*. The test for *ISTEP+* Fall 2006 consisted of a multiple-choice section and an applied skills section. For the fall testing, the multiple-choice section was machine-scored. The applied skills section consisted of multiple-choice questions, open-ended questions, and a writing prompt. The multiple-choice questions were machine-scored, while the open-ended questions and writing prompt were hand-scored.

The test results for both the multiple-choice and applied skills sections were returned to the schools in early December 2006. Copies of student responses were also returned to the schools in early December 2006. It is the expectation of the Indiana Department of Education that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To support this endeavor, the Indiana Department of Education has prepared the following *Teacher's Scoring Guide*. The purpose of this guide is to help teachers

- understand the methods used to score the *ISTEP+* Fall 2006 applied skills section, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Student Report and a copy of the student's work.

For Grade 9, there are two scoring guides: English/Language Arts and Mathematics. In this English/Language Arts guide, you will find

- an introduction,
- a list of the English/Language Arts Grade 8 Indiana Academic Standards,*
- rubrics (scoring rules) used to score the open-ended questions and the writing prompt,
- multiple-choice questions with correct response indicated,
- anchor papers that are actual examples of student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail (istep@doe.state.in.us) or call the Indiana Department of Education at (317) 232-9050.

*Because *ISTEP+* is administered early in the fall, the Grade 9 test is based on the academic standards through Grade 8.

INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard language (grammar) conventions is valuable. This is why the Indiana Department of Education developed a writing assessment for *ISTEP+*. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar, punctuation, and capitalization).

The writing assessment developed for *ISTEP+* is based on the recognition that writing is a process. For this reason, the writing tasks are aligned as closely as possible with the writing process.

Students

- **are given a writing prompt.**
The prompt describes what the students should write about. For example, Grade 9 students were asked to write an essay in which they explain how automobiles should change in the future.
- **engage in pre-writing and drafting.**
Pre-writing and drafting are planning phases. During these phases, students begin to organize and put their ideas on paper. The pre-writing and initial drafts are not scored.
- **revise their writing.**
During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"
- **edit their writing.**
The focus during the editing phase is on the correct use of paragraphing, grammar, word usage, spelling, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.
- **complete a revised and edited draft.**
The revised and edited draft is the completed student response. **Only this revised and edited draft is scored.**

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

RUBRICS FOR THE WRITING ASSESSMENT

A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on *ISTEP+*.

- **Writing Applications Rubric**

This rubric assesses the students' ability to communicate their ideas effectively. The Grades 6–12 Writing Applications Rubric has four major categories: (1) Ideas and Content, (2) Organization, (3) Style, and (4) Voice. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Writing Applications Rubric on pages 10 through 15.

- **Language Conventions Rubric**

This rubric assesses students' abilities to use paragraphing, grammar, word usage, spelling, punctuation, and capitalization. The Grades 9–12 Language Conventions Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language Conventions Rubric, see page 16.

In conjunction with the writing rubrics, anchor papers are used to score student writing. **Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point.** Anchor papers for Writing Applications and Language Conventions are shown on pages 21 through 30. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Applications and one for Language Conventions. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the **best overall description of the performance**. In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Applications and Language Conventions scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.

RUBRICS FOR THE WRITING ASSESSMENT (cont.)

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text
- E Response not related to test question or scoring rule

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to use rubrics as a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.

SCORING NOTE FOR LANGUAGE CONVENTIONS

In the writing prompt and extended-response question, students are not penalized more than once for a given error (e.g., a capitalization or punctuation error associated with a run-on sentence or sentence fragment).

ENGLISH/LANGUAGE ARTS

GRADE 8 INDIANA ACADEMIC STANDARDS

☐ **READING: Word Recognition, Fluency, and Vocabulary Development**

Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.

☐ **READING: Comprehension**

Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. In addition to regular classroom reading, students read a variety of grade-level-appropriate narrative (story) and expository (informational and technical) texts, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

☐ **READING: Literary Response and Analysis**

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They clarify the ideas and connect them to other literary works.

☐ **WRITING: Process**

Students discuss, list, and graphically organize writing ideas. They write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.

☐ **WRITING: Applications**

Students continue to write narrative (story), expository (informational), persuasive, and descriptive essays (of at least 750 to 1,000 words). Students are introduced to writing technical documents. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4—WRITING: Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

☐ **WRITING: English Language Conventions**

Students write using Standard English conventions appropriate to the grade level.

☐ **LISTENING AND SPEAKING: Skills, Strategies, and Applications**

Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.

(Because this standard does not lend itself to a paper-and-pencil test, it is not currently assessed by ISTEP+.)

NOTE: This page provides an overview of the Indiana Academic Standards. The IDOE Web site at www.doe.state.in.us contains a complete version of the Indiana Academic Standards, which may be downloaded.

WRITING APPLICATIONS OVERVIEW

Grades 6–12

Overview of the Writing Applications Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the six score points, refer to the Writing Applications Rubric on pages 10 through 15. For information about the Language Conventions Rubric, turn to page 16.

Score Level	Ideas and Content	Organization
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> fully accomplish the task? include thorough, relevant, and complete ideas? 	<ul style="list-style-type: none"> organize ideas logically?
5	<ul style="list-style-type: none"> fully accomplish the task? include many relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
4	<ul style="list-style-type: none"> accomplish the task? include relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
3	<ul style="list-style-type: none"> minimally accomplish the task? include some relevant ideas? 	<ul style="list-style-type: none"> exhibit an attempt to organize ideas logically?
2	<ul style="list-style-type: none"> only partially accomplish the task? include few relevant ideas? 	<ul style="list-style-type: none"> exhibit a minimal attempt to organize ideas logically?
1	<ul style="list-style-type: none"> fail to accomplish the task? include very few relevant ideas? 	<ul style="list-style-type: none"> organize ideas illogically?

Chart continues on page 9.

WRITING APPLICATIONS OVERVIEW

Grades 6–12

Chart continued from page 8.

Score Level	Style	Voice
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> exhibit exceptional word usage? demonstrate exceptional writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
5	<ul style="list-style-type: none"> exhibit very good word usage? demonstrate very good writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
4	<ul style="list-style-type: none"> exhibit good word usage? demonstrate good writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
3	<ul style="list-style-type: none"> exhibit ordinary word usage? demonstrate average writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
2	<ul style="list-style-type: none"> exhibit minimal word usage? demonstrate minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?
1	<ul style="list-style-type: none"> exhibit less than minimal word usage? demonstrate less than minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?

NOTE: The chart on pages 8–9 is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers and may be found on pages 10 through 15.

Writing Applications Rubric Grades 6–12

SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

Ideas and Content

Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea without going off on tangents?
- stay completely focused on topic and task?

Does the writing sample include thorough, relevant, and complete ideas? Does it

- include in-depth information and exceptional supporting details that are fully developed?
- fully explore many facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?
- progress in an order that enhances meaning?
- include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?

Style

Does the writing sample exhibit exceptional word usage? Does it

- include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?
- demonstrate control of a challenging vocabulary?

Does the writing sample demonstrate exceptional writing technique?

- Is the writing exceptionally fluent?
- Does it include varied sentence patterns, including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a strong sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 5	
<p>A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.</p>	
Ideas and Content	
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide in-depth information and more than adequate supporting details that are developed? • explore many facets of the topic? 	
Organization	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.) 	
Style	
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)? 	
Voice	
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)? 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

Style

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 3	
<p>A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>	
Ideas and Content	
<p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic? 	
Organization	
<p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?) 	
Style	
<p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate average writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable? 	
Voice	
<p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective? 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- attempt a main idea?
- sometimes lose focus or ineffectively display focus?

Does the writing sample include few relevant ideas? Does it

- include little information and few or no details?
- explore only one or two facets of the topic?

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Some words may be used incorrectly.)
- demonstrate minimal control of vocabulary?

Does the writing sample demonstrate minimal writing technique?

- Does the writing exhibit some fluency?
- Does it rely mostly on simple sentences?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 1
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>
<p>Ideas and Content</p> <p>Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it</p> <ul style="list-style-type: none"> • difficult for the reader to discern the main idea? • too brief or too repetitive to establish or maintain a focus? <p>Does the writing sample include very few relevant ideas?</p> <ul style="list-style-type: none"> • Does it include little information with few or no details or unrelated details? • Is it unsuccessful in attempts to explore any facets of the prompt?
<p>Organization</p> <p>Are the ideas in the writing sample organized illogically?</p> <ul style="list-style-type: none"> • Does it have only one or two of the three elements: beginning, middle, or end? • Is it difficult to follow, with the order possibly difficult to discern? • Are transitions weak or absent (e.g., without topic sentences)?
<p>Style</p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain limited vocabulary, with many words used incorrectly? • demonstrate minimal or less than minimal control of vocabulary? <p>Does the writing sample demonstrate less than minimal writing technique? Does it</p> <ul style="list-style-type: none"> • lack fluency? • demonstrate problems with sentence patterns? • consist of writing that is flat and lifeless?
<p>Voice</p> <p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate difficulty in choosing an appropriate register? • demonstrate a lack of a sense of audience? • lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Language Conventions Rubric Grades 9–12

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a superior command of language skills?
4	<p>A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a superior command of capitalization conventions? • Does the writing sample demonstrate a superior command of the mechanics of punctuation? • Does the writing sample demonstrate a superior command of grade-level-appropriate spelling? • Does the writing sample demonstrate a superior command of grammar and Standard English usage? • Does the writing sample demonstrate a superior command of paragraphing? • Does the writing sample demonstrate a superior command of sentence structure by not using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a good control of language skills?
3	<p>In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a good control of capitalization conventions? • Does the writing sample demonstrate a good control of the mechanics of punctuation? • Does the writing sample demonstrate a good control of grade-level-appropriate spelling? • Does the writing sample demonstrate a good control of grammar and Standard English usage? • Does the writing sample demonstrate a good control of paragraphing? • Does the writing sample demonstrate a good control of sentence structure by only occasionally using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a fair control of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a fair control of capitalization conventions? • Does the writing sample demonstrate a fair control of the mechanics of punctuation? • Does the writing sample demonstrate a fair control of grade-level-appropriate spelling? • Does the writing sample demonstrate a fair control of grammar and Standard English usage? • Does the writing sample demonstrate a fair control of paragraphing? • Does the writing sample demonstrate a fair control of sentence structure by frequently using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a minimal or less than minimal control of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a minimal control of capitalization conventions? • Does the writing sample demonstrate a minimal control of the mechanics of punctuation? • Does the writing sample demonstrate a minimal control of grade-level-appropriate spelling? • Does the writing sample demonstrate a minimal control of grammar and Standard English usage? • Does the writing sample demonstrate a minimal control of paragraphing? • Does the writing sample demonstrate a minimal control of sentence structure by using many run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

WRITING PROMPT AND STUDENT ANCHOR PAPERS

The following section contains an overview of the fall 2006 writing prompt. This section also includes transcriptions of student anchor papers that received particular scores based on the Writing Applications and Language Conventions rubrics found on pages 10 through 16 of this guide. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers included in the scoring guide, actual names of people are often replaced by initials. Similarly, actual places are often replaced by generic designations (e.g., *Anytown* or *Hometown*).

Writing Prompt

WRITING: Applications/English Language Conventions

Pages 18 and 19 provide an overview of the parts of the writing prompt.

Writing Prompt

The prompt describes what ideas students should include in their writing.

The Car of the Future

Read the writing prompt below and complete the writing activity.

The automobile has changed a great deal in the slightly more than a hundred years since it first appeared on our roads, and it will probably continue to change. What changes in design or technology would you like to see in automobiles of the future?

Write an essay in which you discuss the changes you would like to see in future automobiles. Describe their various new features in detail, making clear how they differ from present-day automobiles, and explain why these changes are necessary or desirable.

Be sure to include

- details about how automobiles should change in the future
- a comparison between present-day automobiles and the automobiles of the future
- an explanation of why the changes you describe are necessary or desirable
- an introduction, a body, and a conclusion to your essay



Use the Pre-Writing/Planning space or additional paper for notes, lists, webs, outlines, or anything else that might help you plan your writing. Then write your essay on the lined pages. Be sure to write neatly. Using the Editing Checklist on page 87, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

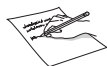
NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Pre-Writing/Planning

Students can use the Pre-Writing/Planning space to help them focus their thoughts on the requirements of the prompt and to generate ideas to include in their writing. **The writing on the Pre-Writing/Planning pages is not scored.**



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

Writing Icon

The writing icon, which appears before both the writing prompt and the extended-response question, alerts the student that the response will be scored for writing. The writing icon boxes on pages 80 and 90 of the test book include the criteria by which the writing will be judged.

Editing Checklist

- 1 Check your capitalization and punctuation.
- 2 Spell all words correctly.
- 3 Check for sentence fragments or run-on sentences.
- 4 Keep verb tense consistent.
- 5 Make sure subject and verb agree.
- 6 Use words according to the rules of Standard English.
- 7 Remember to paragraph correctly.

Editing Checklist

The Editing Checklist appears after the final draft and reminds students to review their writing for correct paragraphing, grammar, word usage, spelling, punctuation, and capitalization.

Writing Applications

Score Point 6

The following list describes a writing sample (shown on the next page) that earns a **Score Point 6** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., describes how automobiles should change in the future and explains why the changes are necessary).
- stays completely focused on the task and does not go off on tangents.
- provides in-depth information and strong supporting details that are fully developed (e.g., *Cars of the future should supply only a miniscule [miniscule] amount of pollution; A way of cutting down on space for highways is enabling automobiles to fly*).
- organizes ideas logically and creates a meaningful, cohesive whole; has a clear introduction (e.g., *However, there is always room for improvement, and that is what is needed to continue advancing the cars we know today*), body, and conclusion (e.g., *Cars of the future will still be fundamentally the same as cars of today*).
- has fully developed paragraphs, with each paragraph devoted to a different topic; has clear topic sentences and fluent transitions (e.g., *Another impending problem is lack of space; Optimally, every car would have its own global positioning system (GPS)*).
- uses challenging vocabulary that is appropriate to the topic (e.g., *robust, miniscule [miniscule], impending, propulsion, Optimally, triangulation*).
- is fluent and easy to read; the writer uses varied sentence patterns, including complex sentences (e.g., *Not only would flight capabilities increase land space for other uses, but it would allow automobiles to fly above the clouds and into the sunlight; When you got in your automobile [,] you would tell a computer where it is you want to go*).
- exhibits exceptional writing technique (e.g., *All excess electrical energy would be applied towards charging a battery that would run the car at night, inside garages, and during other times of limited solar energy*).
- displays a strong sense of audience and effectively adjusts language and tone to the task and the reader (e.g., *Automobiles are one of the top causes of the pollution that is spoiling our Earth today; The car of the future will be better suited to optimally serve our needs*).

NOTE: A Score Point 6 paper is an outstanding performance and therefore is rare. This paper demonstrates the characteristics of good writing as outlined in the rubric.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has mostly correct punctuation, with some exceptions (e.g., *Cars would have their outer surfaces plated in high-efficiency solar cells that would transform the solar energy into electrical energy; [,] which would then be channeled to run the engine; Their purpose is to safely, [no comma] and quickly get you from one place to another*).
- has spelling errors (e.g., *immensly [immensely], programed [programmed], satilites [satellites]*).
- has mostly correct grammar (e.g., *The details on how the automobile does this job is [are] all that will change*) and no word usage errors.
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

Essay

Title: Cars of the Past and the Future

Cars have come a long way since the Model T Ford. Times have become more robust. Engines are less prone to failure. Overall safety has improved immensely. However, there is always room for improvement, and that is what is needed to continue advancing the cars we know today.

Automobiles are one of the top causes of the pollution that is spoiling our Earth today. Cars of the future should supply only a meniscule amount of pollution, if any. There are several ways to achieve this. The method that is, perhaps, closest to becoming a reality of these is solar power. Cars would have their outer surfaces plated in high-efficiency solar cells that would transform the solar energy into electrical energy; which would then be channeled to run the engine. All excess electrical energy would be applied towards charging a battery that would run the car at night, inside garages, and other times of limited solar energy.

Another impending problem is lack of space. The Earth is only but so big, and we are quickly using said space up. A way of cutting down on space for highways is enabling automobiles to fly. To accomplish this cars would need to be more aerodynamic. They would also need either some sort of extendable wings, or a jet propulsion system. Not only would flight capabilities increase land space for other uses, but it would allow automobiles to fly above the clouds and into the sunlight. Even on overcast days solar power would be readily available.

Safety is the number one concern of many consumers who purchase automobiles. The number one way to avoid accidents is to take the human out of the picture. Humans are not perfect; they make mistakes. However, computers can be programed to operate a machine, such as a car, to the maximum efficiency.

Optimally, every car would have its own global positioning system (GPS). A GPS uses satilites to pinpoint your exact location using triangulation. The satilites would then know the precise coordinates of every automobile on the planet. Satilites could then control every car. When you got in your automobile you would tell a computer where it is you want to go. This information would be beamed up to the satilites. Then the satilites could control your car and make it go to where you said. You would never hit any other cars because they would be controlled by the satilites too. The satilites would be programed to not permit collisions.

Cars of the future will still be fundamentally the same as cars of today. Their purpose is to safely, and quickly get you from one place to another. The details on how the automobile does this job is all that will change. Fuel sources will change from gasoline to solar. Safety features will be even more robust. The car of the future will be better suited to optimally serve our needs.

Writing Applications

Score Point 5

The following list describes a writing sample (shown on the next page) that earns a **Score Point 5** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task and addresses all specific points of the prompt (i.e., describes how automobiles should change in the future and explains why the changes are necessary). However, the topic and details are not as fully developed as those typically found in a Score Point 6 paper.
- stays focused on the task and does not go off on tangents.
- includes many relevant ideas and supporting details (e.g., *Second, cars of the future should have heated steering wheels; If air bags are made specifically for children, we will be providing them will [with] the protection readily available for adults*).
- is organized logically and cohesively, with an adequate introduction and strong conclusion (e.g., *There is a long way to go, but the car of the future is almost here!*).
- has fully developed paragraphs, contains clear topic sentences, and demonstrates effective transitions between ideas (e.g., *First, I would like the automobile to react to the environment faster; Also, air bags for children need to be made*).
- uses challenging vocabulary that is appropriate to the topic (e.g., *optimum, imperative*).
- is easy to read; uses varied sentence patterns, including complex sentences (e.g., *The driver of a car needs to concentrate on the road, not [on] how cold his or her hands are; Although the air bags of today may not be the safest, we have come a long way*).
- exhibits strong writing technique (e.g., *It is imperative that a driver can see the road, even in the worst weather conditions; Air bags will be more effective if they do not kill people in the process of saving them*).
- displays a sense of audience and appropriately adjusts language and tone to the task and the reader (e.g., *I am hoping that in the future, the number of these kinds of accidents can be reduced; As you can see, cars have evolved into a safer, more practical means of transportation*).

NOTE: A Score Point 5 paper may have many of the same characteristics found in a Score Point 6 paper. The difference is that a Score Point 5 paper is very good, while a Score Point 6 paper is exceptional.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has correct punctuation.
- has correct spelling.
- has correct grammar and word usage, with some exceptions (e.g., *The driver of a car needs to concentrate on the road, not [on] how cold his or her hands are; we will be providing them will [with] the protection*). These may be first-draft errors.*
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

Essay

Title: The Car of the Future

When the automobile first appeared on our roads, slightly more than 100 years ago, it did not look or perform like the automobile of today. Automobiles have changed dramatically over the years. Cars will also continue to evolve as time goes on.

I would like to see many changes in future automobiles. First, I would like the automobile to react to the environment faster. In the winter, the heating would come on faster. In the summer, the air conditioning would cool the car down instantly. The first cars didn't even have heating or air conditioning!

Second, cars of the future should have heated steering wheels. If your hands are too cold, you won't have optimum control of the vehicle. The driver of a car needs to concentrate on the road, not how cold his or her hands are.

Next, I would like to see automobiles of the future have more powerful headlights. The headlights wouldn't need to be brighter, they just need to project farther. It is imperative that a driver can see the road, even in the worst weather conditions. There were so many more accidents in the past because the driver could not see where he or she was going. I am hoping that in the future, the number of these kinds of accidents can be reduced.

Lastly, automobiles of the future will have safer air bags. Air bags have killed thousands of people because of their power. Air bags will be more effective if they do not kill people in the process of saving them. Also, air bags for children need to be made. If air bags are made specifically for children, we will be providing them with the protection readily available for adults. Although the air bags of today may not be the safest, we have come a long way. In earlier years, air bags were unheard of!

As you can see, cars have evolved into a safer, more practical means of transportation. The automobile will keep evolving until the perfect model is made. There is a long way to go, but the car of the future is almost here!

Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Writing Applications Rubric.

This sample

- adequately accomplishes the task and addresses all points of the prompt (i.e., describes how automobiles should change in the future and explains why the changes are necessary).
- stays mostly focused on the task but strays off the topic somewhat when discussing safety issues.
- provides some supporting details but does not do so as completely as a Score Point 6 or Score Point 5 paper (e.g., *An Electric [electric] car is one example of a car of the future*).
- progresses in a logical order, with the paragraphs indicating an adequate introduction, body, and conclusion; uses transitions between paragraphs and sentences (e.g., *Eventually; However; Another example of a car of the future is a solar-powered car*).
- demonstrates adequate vocabulary that is appropriate to the topic (e.g., *upgrade, solar-powered, rely, stride*).
- is easy to read but is not as fluent as a Score Point 6 or Score Point 5 paper. The writer uses varied sentences, including some complex sentences (e.g., *As we continue to use gas-powered cars, we are using up all of the earth's natural gas; These also use no gas at all, but they need to rely on the sun for their energy*).
- displays a good sense of audience (e.g., *That is why we need to continue to upgrade our cars everyday [every day]; So what happens at night?; However, we will continue to make improvements, and get one step closer to perfection*).

NOTE: A Score Point 4 paper represents a solid performance. One factor that differentiates a Score Point 4 paper from Score Point 6 and Score Point 5 papers is the number of ideas and the development of these ideas.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization, with one exception (e.g., *Electric Cars* [electric cars]).
- has correct punctuation, with some exceptions (e.g., *some people wear them, [no comma] and still get seriously injured; Because of this [,] I think that we will continue to stride towards making better safety devices*).
- has correct spelling.
- has mostly correct grammar and word usage.
- has adequate paragraphing.
- has no run-on sentences or sentence fragments.

Essay

Title: Cars of the Future

As we continue to use gas-powered cars, we are using up all of the earth's natural gas. Eventually, all this gas will be gone. That is why we need to continue to upgrade our cars everyday.

As we run out of gas, I expect to see many unusual cars. An Electric car is one example of a car of the future. Just imagine, it uses no gas at all! However, Electric Cars need to be charged up, and this could take too much time out of our everyday life.

Another example of a car of the future is a solar-powered car. These also use no gas at all, but they need to rely on the sun for their energy. So what happens at night? That is the downfall to the solar-powered car.

Another problem with today's cars is safety devices. I know that most people die in car accidents because they don't wear seat belts; however, some people wear them, and still get seriously injured, or even killed. Because of this I think that we will continue to stride towards making better safety devices.

Another reason many people die in car accidents is because they are going too fast. As a result, we will start making slower-moving vehicles, or we might start making cars with special devices that won't allow them to go over the speed limit.

I don't think that we will ever be able to make the perfect car. However, we will continue to make improvements, and get one step closer to perfection.

Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., briefly describes how automobiles should change in the future and why the changes are necessary).
- stays focused on the topic.
- attempts to include some in-depth information and supporting details (e.g., *All cars will have a turbo button to push to go very fast*).
- attempts to organize ideas logically; uses some transitions (e.g., *Some changes; These ideals* [ideas]).
- has a clear introduction and conclusion, but the details in the body are merely listed (e.g., *Every vechile* [vehicle] *will have hundreds of safty divices* [safety devices]. *Alot* [A lot] *of car* [cars] *will run on electciity* [electricity]).
- attempts some challenging vocabulary (e.g., *acronidinanic* [aerodynamic]).
- attempts some sentence variety (e.g., *If a tire pops [,] it will inflate in a second*).
- displays some sense of audience (e.g., *These ideals* [ideas] *are for the new cars that will come out in the future* [.]).

NOTE: The word minimal is often associated with a Score Point 3 paper. A Score Point 3 paper, like a Score Point 4 paper, has a list-like quality. However, a Score Point 4 paper provides some details and in-depth information, while a Score Point 3 paper shows minimal development of ideas.

Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- uses correct capitalization.
- has mostly correct punctuation, with some exceptions (e.g., *In the inside the interior will be all leather [,] and the seat belts will autonokly* [automatically] *be but* [put] *on you; These ideals* [ideas] *are for the new cars that will come out in the future* [.]).
- has spelling errors (e.g., *alot* [a lot], *acronidinanic* [aerodynamic], *autonokly* [automatically], *vechile* [vehicle], *safty* [safety], *divices* [devices], *electciity* [electricity], *milege* [mileage]).
- has grammar errors (e.g., *The cars will drive by it self* [themselves] *to the destination you tell it* [them] *to go to; Alot of car will run on electciity* [A lot of cars will run on electricity]) and word usage errors (e.g., *different to* [from], *Their* [There], *but* [put], *ideals* [ideas]).
- has adequate paragraphing.
- has no run-on sentences or sentence fragments.

Essay

Title: The Future of Automobiles

Cars in the future will be different to the cars in the present. Their will be alot of changes in the care.

Some changes would be the design of the car. The car will be non acronidinanic and it will look more like sports cars. In the inside the interior will be all leather and the seat belts will autonokly be but on you. The cars will drive by it self to the destination you tell it to go to. All cars will have a turbo button to push to go very fast. Every vechile will have hundreds of safty divices. Alot of car will run on electciity. The cars that run on gas will have better milege per gallon. They could get 40m/city 45m/highway. If a tire pops it will inflate in a second.

These ideals are for the new cars that will come out in the future

Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., briefly describes how automobiles should change but does not provide adequate support).
- exhibits some focus (e.g., *I think cars in the furture will probally fly. but I hope they stay the same because I like how they look* [I think cars in the future will probably fly, but I hope they stay the same because I like how they look]).
- provides few supporting details (e.g., *The reason I like How car [how cars] look now is simply because they have wheels*).
- attempts to organize ideas logically but has no clear introduction or conclusion.
- demonstrates minimal word usage and writing technique.
- displays some sense of audience (e.g., *I think cars in the furture [future] will probally [probably] fly*).

NOTE: On the positive side, a Score Point 2 paper communicates some ideas. However, the overall lack of writing skills limits the writer's ability to communicate these ideas effectively.

Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has capitalization errors (e.g., *How* [how], *If* [if]).
- has errors in punctuation that result in the run-on sentence cited below.
- has spelling errors (e.g., *furture* [future], *probally* [probably], *shoud* [should]).
- has grammar and word usage errors (e.g., *The reason I like How car look* [how cars look]; *If cars in the furture [future] doesn't [don't] have wheels*).
- consists of two short paragraphs.
- has a run-on sentence (e.g., *If cars in the furture doesn't have wheels they should not be called car I the If they don't have wheel they shoud be named some thing like slow planes* [If cars in the future don't have wheels, they should not be called cars. If they don't have wheels, they should be named something like slow planes]).
- has frequent errors in a relatively brief writing sample.

Essay

Title: Cars in the Furture

I think cars in the furture will probally fly. but I hope they stay the same
because I like how they look. The reason I like How car look now is simply
because they have wheels.

If cars in the furture doesn't have wheels they should not be called car I
the If they don't have wheel they shoud be named some thing like slow planes.

Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Writing Applications Rubric.

This sample

- does not accomplish the task (i.e., briefly lists how cars should change in the future).
- has little focus.
- provides very few relevant ideas and less than minimal development (i.e., has no introduction, conclusion, or use of transitions).
- is too brief to establish an order.
- has little control of vocabulary and exhibits minimal word usage.
- demonstrates less than minimal writing technique.

NOTE: Although Score Point 1 is the lowest score point, the paper attempts some meaning. At this level, problems in sentence structure may limit the writer's ability to communicate ideas.

Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has numerous capitalization errors (e.g., *ThAt* [That], *cAn* [can]).
- has errors in punctuation (e.g., *I dont* [don't] *like writing thAt* [that] *much [,]* *so I* [I'm] *going to stop [.]*).
- contains spelling errors of basic words (e.g., *im* [in], *comport* [comfortable]).
- has minimal paragraphing.
- consists of one sentence fragment and one run-on sentence.
- has many errors in a very brief sample of writing.

Essay

Title: CAr

ThAt A car cAn fly. They come with a TV im them they are comport and ThAt
is All for me I dont like writing thAt much so I going to stop
see yAA

INTRODUCTION TO READING/WRITING TASKS

The second component of the applied skills section of *ISTEP+* at Grades 4 through 10 is a reading/writing task. The reading/writing task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading/writing task consists of one or two passages of text, multiple-choice questions, open-ended questions, and one extended-response question. Because this is a reading comprehension test, all the information students need in order to answer the questions correctly is in the text. All responses should be based on information from the text.

Rubrics are used to score the open-ended applied skills questions. **The rubrics describe the levels of performance and ensure that the responses are scored fairly and objectively.** There are three kinds of rubrics used to score the reading/writing tasks.

- **Reading Comprehension**

Reading Comprehension Rubrics are used to score the open-ended questions and extended-response question. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. **If a student gives a response that is not listed as an exemplar, but the answer is supported by the text, the student receives credit for the response.**

- **Writing Applications**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Writing Applications. The Extended Response Writing Applications Rubric is based on the Writing Applications Rubric used to score the writing prompt. It assesses how well the students organize and communicate their thoughts in writing. Students may receive a maximum of four points. **The Writing Applications scores for the writing prompt and the extended-response question are added together for a final combined Writing Applications score.**

- **Language Conventions**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Language Conventions. The Language Conventions Rubric assesses how well the students use language conventions such as paragraphing, grammar, word usage, spelling, punctuation, and capitalization. Students may receive a maximum of four points. **The Language Conventions scores for the writing prompt and the extended-response question, along with the score for the multiple-choice questions in the multiple-choice section, are added together for a final combined Language Conventions score.**

INTRODUCTION TO READING/WRITING TASKS (cont.)

The following pages show the multiple-choice questions, the open-ended questions, and the extended-response question. For the multiple-choice questions, the correct response is indicated. Sample responses, exemplars, and rubrics accompany each open-ended question. The Reading Comprehension exemplars provided for all questions are not necessarily the only correct responses possible. In many cases, other relevant responses may be accepted. Each sample response is accompanied by an explanation of the score point it received. The open-ended questions are scored only for Reading Comprehension; however, the extended-response question is scored for Writing Applications and Language Conventions in addition to Reading Comprehension.

All questions used in the reading/writing task are based on the skills outlined in the Indiana Academic Standards through Grade 8 on page 7 of this guide. Teachers are encouraged to discuss both the Indiana Academic Standards and the examples given in this guide with students and parents. Teachers may also use these examples and similar questions to teach students strategies that will help them become more efficient readers, locate information in a text, and support an opinion with information from the text.

Test 6: English/Language Arts

For Test 6, you will read an interview and an excerpt from a book. You will answer questions based on each passage. Then you will write an essay on a related topic.

Have you ever thought about how artists start their careers? The first passage is an interview with high school senior Boris Chang, who responds to questions about one of his designs that won an award.

Now read “Boris Chang: Expressing Two Cultures.” Then do Numbers 1 through 6. You may look back at the interview as often as you like.

Pre-Reading

The reading passages are preceded by an introduction that helps the student to focus on the upcoming task.

Following the introduction, the student reads “Boris Chang: Expressing Two Cultures” and “Making Connections.” A copy of these passages accompanies the student’s responses to the applied skills section.

Test 6—Question 1

READING: Comprehension

- 1** Which of these BEST describes the introduction to the interview?
- a brief background of the artist that includes a personal statement about his work
 - a statement about the artist’s life as a high school student and his future career
 - a preface that explains the author’s visit to Taiwan when he was younger
 - an explanation of the work of the artist that contrasts Western and Asian elements

Test 6—Question 2
READING: Comprehension

2 Study the dictionary entry below.

artist *n.* A person whose creative work shows sensitivity and imagination.

Explain how Boris Chang fits this definition of an artist, using TWO different examples from the introduction and/or interview that support your explanation.

- 1) _____

- 2) _____

Exemplars:

He fits this definition of an artist because he

- created graphic designs with a mix of Asian and Western influences/likes to draw on his heritage
- designed a magazine cover that doesn't exist
- drew his own face
- was influenced by Buddhism/one eye open, one eye closed
- incorporated Chinese characters/sky and heaven
- used graffiti to stress urban feel
- combined fine art with graphic art to create a contemporary design for the magazine cover
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

SCORE POINT 2

- 2** Study the dictionary entry below.

artist *n.* A person whose creative work shows sensitivity and imagination.

Explain how Boris Chang fits this definition of an artist, using TWO different examples from the introduction and/or interview that support your explanation.

- 1) "I wanted to combine fine art—the self-portrait with contemporary graphic design."
- 2) "I also wanted to graffiti to stress the urban feel I was after."

Test 6—Question 2 Score Point 2

The response includes a version of the seventh exemplar and the sixth exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 2** Study the dictionary entry below.

artist *n.* A person whose creative work shows sensitivity and imagination.

Explain how Boris Chang fits this definition of an artist, using TWO different examples from the introduction and/or interview that support your explanation.

- 1) He is showing his imagination through magazine cover with urban lifestyle.
- 2) He designed his own work and it was liked.

Test 6—Question 2 Score Point 1

The first part of the response includes a version of the sixth exemplar, but the second part of the response is too vague. Therefore, this response receives a Score Point 1.

Test 6—Question 2
Score Point 0

The response for both parts is incorrect. Therefore, this response receives a Score Point 0.

SCORE POINT 0	
2	<p>Study the dictionary entry below.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"><p>artist <i>n.</i> A person whose creative work shows sensitivity and imagination.</p></div> <p>Explain how Boris Chang fits this definition of an artist, using TWO different examples from the introduction and/or interview that support your explanation.</p> <p>1) <u>Boris Chang's work also is imaginative with his work.</u></p> <p>2) <u>Boris Chang's work is creative work.</u></p>

NOTE: The responses to Numbers 2, 4, 8, 9, and 11 (the short-response questions) do not have to be written in complete sentences to receive credit. Errors in spelling, punctuation, and grammar are also not considered when scoring these responses.

Test 6—Question 3
READING: Comprehension

- 3** According to the information in the interview, Boris Chang is MOST interested in
- ☐ fine art
 - ☒ urban lifestyle
 - ☐ Buddhist culture
 - ☐ Chinese characters

Test 6—Question 4
READING: Literary Response and Analysis

4 Give TWO different examples from the introduction and/or interview that show how Boris Chang incorporated his heritage into his magazine cover design.

1) _____

2) _____

Exemplars:

Boris Chang incorporated his heritage into his magazine cover design by

- incorporating Chinese characters/“sky and heaven” symbol onto cover
- putting a kind of “personal stamp” onto cover
- showing the influence of Buddhist culture with one eye open and one eye closed/learning and wisdom
- showing Western and/or Asian influence in this design
- using his Asian/Western face on the cover
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

SCORE POINT 2

- 4** Give TWO different examples from the introduction and/or interview that show how Boris Chang incorporated his heritage into his magazine cover design.

- 1) His one eye closed was influenced by Buddhist culture.

- 2) There is a chinese character in it that means "sky and heaven"

Test 6—Question 4 Score Point 2

The response includes a version of the third exemplar and the first exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 4** Give TWO different examples from the introduction and/or interview that show how Boris Chang incorporated his heritage into his magazine cover design.

- 1) The cover expresses something I'm passionate about: urban life style.

- 2) In Chinese that character means "sky and heaven"

Test 6—Question 4 Score Point 1

The first part of the response is incorrect. The second part of the response includes a version of the first exemplar. Therefore, this response receives a Score Point 1.

SCORE POINT 0

- 4** Give TWO different examples from the introduction and/or interview that show how Boris Chang incorporated his heritage into his magazine cover design.

- 1) I think that he would be a good artist.

- 2) And I think the he would get alot of money for it.

Test 6—Question 4 Score Point 0

The response for both parts is incorrect. Therefore, this response receives a Score Point 0.

Test 6—Question 5

READING: Word Recognition, Fluency, and Vocabulary Development

5 Read this sentence from the interview.

I wanted to combine fine art—the self-portrait—with contemporary graphic design.

In this sentence, *contemporary* means about the SAME as

- ☐ brief
- ☐ colorful
- ☒ current
- ☐ unique

Test 6—Question 6

READING: Word Recognition, Fluency, and Vocabulary Development

6 Read this sentence from the introduction.

“But my own graphic designs are Western, with a little Asian influence.”

In this sentence, *influence* means about the SAME as

- ☒ affect
- ☐ consent
- ☐ history
- ☐ thought

Test 6—Question 7

READING: Literary Response and Analysis

7 Which of these words BEST describes the narrator’s attitude toward the characters in *The Grapes of Wrath*?

- ☐ amazed
- ☒ compassionate
- ☐ disrespectful
- ☐ insensitive

Test 6—Question 8
READING: Literary Response and Analysis

- 8** Explain how the title “Making Connections” BEST expresses the theme of this passage. Use ONE example from the passage to support your explanation.

Exemplars:

- The narrator makes a close connection with a book he reads. He sees the similarities between his own family and that of the Joads in *The Grapes of Wrath*.
- “Making Connections” is an appropriate title because the passage is about the connections made between people. The narrator and his teacher form a connection when she encourages him to succeed, and he appreciates her encouragement.
- other relevant text-based response

Rubric:

- | | |
|-----------------|---|
| 2 points | version of one exemplar, including both an explanation and text-based support. |
| 1 point | version of exemplar that is too general (i.e., explanation without support) or too specific (i.e., offering a detail from the passage that approaches but does not constitute a full explanation) |
| 0 points | other |

Test 6—Question 8
Score Point 2

The response provides a version of the first exemplar and includes both an explanation and text-based support. The total response receives full credit for a Score Point 2.

SCORE POINT 2

- 8** Explain how the title “Making Connections” BEST expresses the theme of this passage. Use ONE example from the passage to support your explanation.

Making Connections is about the narrator, he connects with the
people in his book. He says Ma Joad is a lot like Mama, and
Pa Joad is alot like Papa.

Test 6—Question 8
Score Point 1

The response for the first exemplar is too specific and has no explanation. However, the response does provide text-based support. Therefore, this response receives a Score Point 1.

SCORE POINT 1

- 8** Explain how the title “Making Connections” BEST expresses the theme of this passage. Use ONE example from the passage to support your explanation.

I could relate to what I was reading. means same as Making
Connections

Test 6—Question 8
Score Point 0

The response provides no exemplar, explanation, or support. Therefore, this response receives a Score Point 0.

SCORE POINT 0

- 8** Explain how the title “Making Connections” BEST expresses the theme of this passage. Use ONE example from the passage to support your explanation.

reading and enjoying a good book

Test 6—Question 9
READING: Comprehension

- 9** The narrator describes feeling “lucky” to be in Miss Bell’s class. Using information from the passage, describe TWO different specific things Miss Bell does that make the narrator feel “lucky.”

1) _____

2) _____

Exemplars:

- She offers encouragement (“You’re making a lot of progress.”/“Your writing shows promise.”/“You’re going to succeed.”).
- She offers suggestions for improvement/helps him with his work.
- She helps him retype/rewrite his paper.
- She reminds him of his 6th grade teacher who helped him.
- She offers extra credit to the narrator for reading a long book.
- She offers a smile to show her kindness to him.
- She suggests a book she knows will help her student identify with others who have overcome struggles/learn to read for enjoyment.
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

Test 6—Question 9
Score Point 2

The response includes a version of the eighth exemplar and the first exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 2

- 9** The narrator describes feeling “lucky” to be in Miss Bell’s class. Using information from the passage, describe TWO different specific things Miss Bell does that make the narrator feel “lucky.”

- 1) She lets him take his homework back, make corrections, then
turn it in the next day.
- 2) She told him that he was improving, and he was going to
succeed.

Test 6—Question 9
Score Point 1

The first response is incorrect. However, the second response includes a version of the fifth exemplar. Therefore, this response receives a Score Point 1.

SCORE POINT 1

- 9** The narrator describes feeling “lucky” to be in Miss Bell’s class. Using information from the passage, describe TWO different specific things Miss Bell does that make the narrator feel “lucky.”

- 1) Because he can get a better grade.
- 2) Because he gets extra credit for reading such a long book.

Test 6—Question 9
Score Point 0

The response for both parts is incorrect. Therefore, this response receives a Score Point 0.

SCORE POINT 0

- 9** The narrator describes feeling “lucky” to be in Miss Bell’s class. Using information from the passage, describe TWO different specific things Miss Bell does that make the narrator feel “lucky.”

- 1) he thinkes he’s lucky because he likes that class
- 2) he hase a lot of fun in their

Test 6—Question 10
READING: Literary Response and Analysis

10 Read these sentences from the passage.

I took a deep breath, picked up the novel, and placed it in front of me. I grabbed my worn-out pocket dictionary from the stack and set it next to it.

By describing the dictionary as “worn-out,” the narrator emphasizes

- ☐ his desire to please Miss Bell
- ☐ his attitude toward school books
- ☐ his lack of money to buy new things
- ☒ his dedication to learning English

Test 6—Question 11
READING: Literary Response and Analysis

11 Provide TWO different details from the passage that show the narrator is committed to being a good student.

1) _____

2) _____

Exemplars:

- "That evening when I got home I worked on the paper."
- "I rushed into the library and went straight to my table."
- "I double-checked to make sure I had the novel with me."
- "When I got home that evening, I continued reading until one o'clock in the morning."
- "Saturday night I skipped the school dance and stayed home to read more of the novel."
- "The grade seemed less important than what I had learned from reading the book."
- He corrects his paper/rewrites his paper/stays up late working.
- He looks up words/uses his dictionary.
- He struggled to read the book, but he kept trying.
- Finishes reading the longer novel/does extra credit work.
- He was late for work because he was reading the book.
- He is rewarded with a good grade for working hard on his book report.
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

SCORE POINT 2

- 11** Provide TWO different details from the passage that show the narrator is committed to being a good student.

- 1) Saturday night I skipped the school dance and stayed home
to read more of the novel.
- 2) That evening when I got home I worked on the paper.

Test 6—Question 11 Score Point 2

The response includes a version of the fifth exemplar and the first exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 11** Provide TWO different details from the passage that show the narrator is committed to being a good student.

- 1) He did not want to be late for work.
- 2) He also stayed up late to finish reading his book.

Test 6—Question 11 Score Point 1

The first response is incorrect. However, the second response includes a version of the fourth exemplar. Therefore, this response receives a Score Point 1.

SCORE POINT 0

- 11** Provide TWO different details from the passage that show the narrator is committed to being a good student.

- 1) miss bell reminded him of Lema his 6 grade teacher
- 2) he liked her and she was proud of him

Test 6—Question 11 Score Point 0

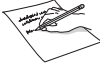
The response for both parts is incorrect. Therefore, this response receives a Score Point 0.

Test 6—Question 12

READING: Literary Response and Analysis

WRITING: Applications/Written English Language Conventions

12



In “Making Connections,” the narrator finds that he has much in common with the characters in *The Grapes of Wrath*.

Write an essay in which you explain how the narrator’s family is similar to the Joad family and what these similarities teach the narrator. **In your essay, be sure to provide at least TWO different details from the passage that show similarities between the narrator’s family and the Joad family and an explanation of what these similarities teach the narrator.**

You may use the space below to plan your writing. Using the Editing Checklist on page 105, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

Remember, your essay should be well organized and have an introduction, a body, and a conclusion.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Extended Response Writing Applications Overview Grades 6–12

Score	Does the writing sample
4	<ul style="list-style-type: none"> • fully accomplish the task? • include many relevant ideas? • organize ideas logically? • exhibit very good word usage? • demonstrate very good writing technique? • demonstrate effective adjustment of language and tone to task and reader?
Score	Does the writing sample
3	<ul style="list-style-type: none"> • accomplish the task? • include relevant ideas? • organize ideas logically? • exhibit good word usage? • demonstrate good writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
2	<ul style="list-style-type: none"> • minimally accomplish the task? • include some relevant ideas? • exhibit an attempt to organize ideas logically? • exhibit ordinary word usage? • demonstrate adequate writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
1	<ul style="list-style-type: none"> • only partially accomplish or fail to accomplish the task? • include few relevant ideas? • exhibit a minimal attempt to organize ideas logically? • exhibit minimal word usage? • demonstrate minimal or less than minimal writing technique? • demonstrate language and tone that may be inappropriate to task and reader?

NOTE: This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 4	
A Score Point 4 paper represents a solid performance. It fully accomplishes the task.	
Ideas and Content	
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide ample information and more than adequate supporting details that are developed? • explore many facets of the topic? 	
Organization	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.) 	
Style	
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)? 	
Voice	
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)? 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 3

A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

Style

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 2
<p>A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>
<p>Ideas and Content</p> <p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic?
<p>Organization</p> <p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)
<p>Style</p> <p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate adequate writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable?
<p>Voice</p> <p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 1

A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish or fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)?

- Writing may attempt a main idea, or the main idea may be difficult to discern.
- Does the writing sometimes lose focus or ineffectively establish focus?

Does the writing sample include few relevant ideas?

- Does the writing sample include little information and few or no details?
- Writing may explore only one or two facets of the topic.

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing, unclear, or difficult to discern.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Words may be used incorrectly.)
- demonstrate minimal or less than minimal control of vocabulary?

Does the writing sample demonstrate minimal or less than minimal writing technique?

- Does the writing exhibit some or little fluency?
- Does it rely mostly on simple sentences or demonstrate problems with sentence patterns?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Language Conventions Rubric Grades 9–12

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a superior command of language skills?
4	<p>A Score Point 4 paper exhibits a superior command of written English language conventions. The paper provides evidence that the student has a thorough control of the concepts outlined in the Indiana Academic Standards associated with the student's grade level. In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are generally of the first-draft variety or occur when the student attempts sophisticated sentence construction.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a superior command of capitalization conventions? • Does the writing sample demonstrate a superior command of the mechanics of punctuation? • Does the writing sample demonstrate a superior command of grade-level-appropriate spelling? • Does the writing sample demonstrate a superior command of grammar and Standard English usage? • Does the writing sample demonstrate a superior command of paragraphing? • Does the writing sample demonstrate a superior command of sentence structure by not using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a good control of language skills?
3	<p>In a Score Point 3 paper, errors are occasional and are often of the first-draft variety; they have a minor impact on the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a good control of capitalization conventions? • Does the writing sample demonstrate a good control of the mechanics of punctuation? • Does the writing sample demonstrate a good control of grade-level-appropriate spelling? • Does the writing sample demonstrate a good control of grammar and Standard English usage? • Does the writing sample demonstrate a good control of paragraphing? • Does the writing sample demonstrate a good control of sentence structure by only occasionally using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a fair control of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may occasionally impede the flow of communication.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a fair control of capitalization conventions? • Does the writing sample demonstrate a fair control of the mechanics of punctuation? • Does the writing sample demonstrate a fair control of grade-level-appropriate spelling? • Does the writing sample demonstrate a fair control of grammar and Standard English usage? • Does the writing sample demonstrate a fair control of paragraphing? • Does the writing sample demonstrate a fair control of sentence structure by frequently using run-on sentences or sentence fragments?
Score	Does the writing sample exhibit a minimal or less than minimal control of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous. The reader may need to stop and reread part of the sample and may struggle to discern the writer's meaning.</p> <ul style="list-style-type: none"> • Does the writing sample demonstrate a minimal control of capitalization conventions? • Does the writing sample demonstrate a minimal control of the mechanics of punctuation? • Does the writing sample demonstrate a minimal control of grade-level-appropriate spelling? • Does the writing sample demonstrate a minimal control of grammar and Standard English usage? • Does the writing sample demonstrate a minimal control of paragraphing? • Does the writing sample demonstrate a minimal control of sentence structure by using many run-on sentences or sentence fragments?

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

Reading Comprehension Rubric

SCORED FOR READING	
Reading Comprehension Exemplars:	
<p>Similarities</p> <ul style="list-style-type: none"> • Both his family and the Joads are farm workers. • Both his family and the Joads have to travel to find work. • Both his family and the Joads live in labor camps. • Both his family and the Joads are poor. • Ma Joad is like Mamá/Pa Joad is like Papá. • Growers mistreated both families. • Pancito's friend Don Gabriel stood up to the labor contractor the way Tom Joad had stood up for his family's rights. • other relevant text-based response <p>What these similarities taught the narrator</p> <ul style="list-style-type: none"> • how to relate to characters in a book • Even though a book seems too long/difficult to read, one can enjoy it greatly. • A person can sometimes understand himself better by reading someone else's story. • other relevant text-based response 	
Reading Comprehension Rubric:	
Score	
2	response includes versions of two similarities with one explanation
Score	
1	response includes version of one similarity exemplar with one explanation exemplar OR two similarities with no explanation
Score	
0	other

Extended Response Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- fully accomplishes the task and provides a thorough, developed response (i.e., writes an essay that explains how the narrators' family is similar to the Joad family and what the narrator learns from these similarities).
- presents a variety of detailed and specific information (e.g., *The Jiménez and Joad families are poor and travel from place to place searching for work; He also remembers once living in labor camps, like the Joads*).
- organizes ideas logically, with a clear introduction, body, and conclusion.
- demonstrates an adequate command of word usage and vocabulary (e.g., *Francisco relates to the feeling of living in an unfamiliar place and trying to adjust to new things, the English language in his case*).
- is fluent and easy to read; uses varied sentence structures, including complex sentences (e.g., *Reading about this other family gave comfort to Francisco in a time he really needed it; Not only are their lifestyles alike, but the personalities of the people are also*).
- establishes a strong sense of audience (e.g., *Hopefully, readers everywhere can find a book they can get in touch with*).

Extended Response Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has mostly correct punctuation (e.g., *He understood them, [no comma] and probably felt like he had made some friends*).
- has correct spelling.
- has correct grammar and word usage.
- uses paragraphs correctly.
- has no run-on sentences or sentence fragments.

Essay

Francisco Jiménez was able to relate his family to the Joad family in the novel *The Grapes of Wrath*. It seems that both families came from a rough background, and they continue to live in a troubled situation. Reading about this other family gave comfort to Francisco in a time he really needed it.

The Jiménez and Joad families are poor and travel from place to place searching for work. Francisco relates to the feeling of living in an unfamiliar place and trying to adjust to new things, the English language in his case. He also remembers once living in labor camps, like the Joads.

Not only are their lifestyles alike, but the personalities of the people are also. Francisco finds the mother and father from the book to be quite like his own.

Relating to another family, even if they were characters in a book, did a lot of good for Francisco. He understood them, and probably felt like he had made some friends. Hopefully, readers everywhere can find a book they can get in touch with.

Reading Comprehension Score Point 2

The response (shown above) includes a version of the fourth "Similarities" exemplar (e.g., *The Jiménez and Joad families are poor*), the second "Similarities" exemplar (e.g., *travel from place to place searching for work*), the third "Similarities" exemplar (e.g., *He also remembers once living in labor camps, like the Joads*), the fifth "Similarities" exemplar (e.g., *Francisco finds the mother and father from the book to be quite like his own*), and includes a version of the first "explanation" exemplar (e.g., *Relating to another family, even if they were characters in a book*). The response provides four different similarities from the passage and an explanation of what these similarities taught the narrator. Therefore, this response receives a Score Point 2.

NOTE: While this response includes versions of several exemplars, versions of only two exemplars and one explanation are required to earn a Score Point 2 for reading comprehension.

Extended Response Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- accomplishes the writing task by addressing the specific points of the prompt, but the response is not as fully developed as the Score Point 4 response (i.e., writes an essay that explains how the narrator's family is similar to the Joad family and what the narrator learns from these similarities).
- includes some supporting details (e.g., *The family in the novel made him think of his own family; Fransisco [Francisco] got attached to the Joad family from the book, [no comma] and felt sorry for them when things happened to them*).
- is organized logically; has an adequate introduction, body, and conclusion.
- exhibits adequate control of vocabulary and word usage (e.g., *He learned that other people went through the same things that he did*).
- is easy to read; uses some varied sentence structures, including complex sentences (e.g., *Fransisco [Francisco] found it easier to read, [no comma] because he knew what they were going through*).
- has some sense of audience (e.g., *We will always remember them, [no comma] and their story*).

Extended Response Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has mostly correct punctuation.
- has one spelling error (e.g., *Fransisco* [Francisco]).
- has correct grammar and one word usage error (e.g., *They lived in labor camps, how [like] Fransisco's [Francisco's] family did*).
- uses paragraphs correctly.
- has no run-on sentences but has one sentence fragment (e.g., *The pain, and loss, but they made it through too*).

Essay

Miss Bell had Fransisco read a book for his essay. To make it easier for him, she gave him a book that he could relate to, "The Grapes of Wrath." The family in the novel made him think of his own family. They lived in labor camps, how Fransisco's family did. They had to leave their home and go look for work. Fransisco found it easier to read, because he knew what they were going through.

Fransisco got attached to the Joad family from the book, and felt sorry for them when things happened to them. When reading, it made him remember painful memories before he moved, and people he had with him before.

He learned that other people went through the same things that he did. The pain, and loss, but they made it through too. He also learnt a lot about the Joad family. We will always remember them, and their story.

Reading Comprehension

Score Point 2

The response (shown above) includes versions of the third "Similarities" exemplar (e.g., *They lived in labor camps*), the second "Similarities" exemplar (e.g., *They had to leave their home and go look for work*), and a version of the third "explanation" exemplar (e.g., *He learned that other people went through the same things that he did*). The response provides two different similarities from the passage and an explanation of what these similarities taught the narrator. Therefore, this response receives a Score Point 2.

Extended Response Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- partially addresses the task (i.e., attempts to write an essay that explains how the narrator's family is similar to the Joad family but does not explain what the narrator learns from these similarities; essay lacks development of ideas).
- provides minimal detail (e.g., *He alas said that ma joad was like mama and pajoed was like papa* [He also said that Ma Joad was like Mamá and Pa Joad was like Papá]).
- makes an attempt to organize ideas but has no clear introduction, body, or conclusion.
- exhibits minimal word usage and ordinary vocabulary.
- has some sense of audience (e.g., *The boy said the story was like his own family*).

Extended Response Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has capitalization errors (e.g., *english* [English], *ma joad* [Ma Joad], *pajoed* [Pa Joad]).
- has one punctuation error that results in a run-on sentence.
- has spelling errors of basic words (e.g., *speking* [speaking], *alot* [a lot], *alas* [also]).
- has correct grammar but has word usage errors (e.g., *without speking all english* [without speaking any English]).
- has minimal paragraphing.
- has one run-on sentence and no sentence fragments.

NOTE: In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do not impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.

Essay

The boy said the story was like his own family but without speking all english he had to travel alot for his dad to get a good job.

He alas said that ma joad was like mama and pajoed was like papa.

Reading Comprehension

Score Point 1

The response (shown above) includes a version of the second “Similarities” exemplar (e.g., *The boy said the story was like his own family*) and a version of the fifth “Similarities” exemplar (e.g., *He alas said that ma joad was like mama and pajoed was like papa* [He also said that Ma Joad was like Mamá and Pa Joad was like Papá]) but does not provide an explanation of what these similarities taught the narrator. Therefore, this response receives a Score Point 1.

Extended Response Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- less than minimally accomplishes the writing task (i.e., attempts to write an essay that explains how the narrator's family is similar to the Joad family but only provides one similarity and does not explain what the narrator learns from this similarity).
- is too brief to establish a focus or provide significant information.
- attempts a basic idea but provides minimal supporting details.
- is too brief to provide evidence of organization.
- demonstrates adequate writing technique and word usage in a very brief writing sample.
- attempts some sense of audience (e.g., *The narrator's family is similar to Joad's [the Joad] family*).

Extended Response Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- has correct punctuation.
- has correct spelling with one exception (e.g., *paishent* [patient]).
- has correct grammar and one word usage error (e.g., *The narrator's family is similar to Joad's [the Joad] family*).
- has one paragraph.
- has no run-on sentences and no sentence fragments.

NOTE: A very brief paper consisting of two or three sentences may receive no more than 2 score points.

Essay

The narrator's family is similar to Joad's family because they are both paishent
and they want to learn other things too.

Reading Comprehension

Score Point 0

The response (shown above) includes a version of the first exemplar for "Similarities" (e.g., *The narrator's family is similar to Joad's [the Joad] family*) but does not provide a second similarity or an explanation of what the narrator learned from this similarity. Therefore, this response receives a Score Point 0.

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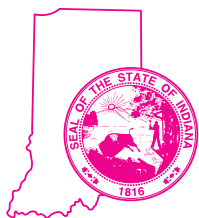
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Grade 9

English/Language Arts

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Teacher's Scoring Guide



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